

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET

SACRAMENTO 95814
(916)322-2638

August 26, 1981

81-8204

TO: Those Persons Interested in the Activities of the Commission

FROM: John F. Brown, Executive Secretary

SUBJECT: The Proposed Early Childhood Special Education Credential

The CTPL, working with an advisory committee from the field, has been involved in a process of determining the need for an Early Childhood Special Education Credential. As part of this process, input has been received from the field on a regular basis over the past two years, as various components of this credential were developed. Based upon staff and advisory committee reactions, the attached proposal as to the structure and requirements for this credential has been completed, and will be presented to the Program's Committee for action in October.

The discussion on this item will be held on October 1, 1981 at the Holiday Inn, Emeryville, from 11:00 a.m. - 12:00 p.m. Should you desire to make a formal presentation to the Committee, contact Dr. Robert Kane, Programs Coordinator, Commission for Teacher Preparation and Licensing, 1020 "O" Street, Sacramento, CA 95814, Telephone #(916)445-0228. Please limit your presentation to three minutes and if you wish your presentation to become part of the Committee's minutes, bring ten copies with you. If you wish to send comments about the proposal instead of making a formal presentation, please send your comments by September 25th to:

Dr. Barbara J. Tardif, Consultant
Commission for Teacher Preparation and
Licensing
1020 "O" Street
Sacramento, CA 95814
Telephone #(916)322-2638

Should the Commission move to establish the credential, legislation will have to be sought authorizing the Commission to do so. The passage of such legislation will then require formal public hearings, providing for additional field input prior to the credential requirements going into effect. These requirements are not estimated to occur until Fall of 1982.

Thank you for your time and interest in the activities of the Commission.

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August 26, 1981

TO: Programs Committee

FROM: Robert M. Kane, Coordinator of Programs

BY: Barbara J. Tardif, Consultant

SUBJECT: Proposed Early Childhood Special Education Credential

Introduction

The Advisory Committee for Young Children with Special Needs has worked for the past two and a half years to develop training requirements and standards for those persons working with exceptional infants, toddlers, and preschoolers. Various aspects of the credential proposal have been submitted as information agenda items to the Programs Committee during this time period. This particular agenda, which is an action item, synthesizes all of the previous information into one total credential proposal.

Background Information

The Advisory Committee was initiated because of a need expressed by the field and supported by Commission staff. This concern was based upon the enactment of the special education law, PL 94-142, and was reflected in the later enactment in California, of SB 1870, which provides that all exceptional children, ages 3 to 4.9 (as well as older) requiring intensive special education services will be provided such services. Services for children under three were, and continue to be, permissive.

The law requires that school districts provide services to all handicapped preschoolers. Many private and public programs for exceptional young children already exist on a permissive basis, but the new legislation requires mandated services by school districts for 1981-82 and also establishes requirements for private programs, seeking public funds. As a result, credentialed teachers will be needed to work in this area. By providing a credential especially designed for this area, the Commission for Teacher Preparation and Licensing will take a leadership position in developing training standards before most of the programs begin.

Since the Advisory Committee's initial recommendations were presented to the Programs Committee in October 1979, information about the proposed credential has been disseminated to a broad spectrum of persons, organizations, and institutions. The Com-

mittee shared information on several different occasions in the North and South. Persons from various groups were invited to hear the presentation and to provide feedback regarding the proposal. These meetings were held in the North and in the South. School districts were also informed of the proposal at northern and southern meetings. Persons from county offices of education and school districts with special education preschool grants were invited.

Brief Explanation of the Proposed Credential Structure

The proposed credential structure on page 4 illustrates the different ways to receive the early childhood special education credential: 1) approved program method; 2) assessment model; 3) grandfather clause; 4) reciprocity.

Approved Program Method

This provides for receiving the credential by completing a campus-based program followed by application for the credential. This campus training program will be based upon the competencies developed by the Advisory Committee. Successful completion of the coursework and program would indicate that the competencies had been met.

People who are eligible to apply to enter the institutional program would be required to hold a baccalaureate degree in human/child development or such related fields as nursing, occupational therapy, physical therapy, human services, child psychology, health services, or hold a Life Children's Center Permit based on a bachelor's degree, or equivalent. Teachers with basic teaching credentials would also be qualified to enter the training program.

While this training program is to be designed as a 1-2 year post-baccalaureate program, this does not preclude a person from taking some courses in this field before receiving the baccalaureate degree. However, such a person could not apply for the credential itself, until after receiving the bachelor's degree and completing additional advanced work.

Assessment Model

An alternative approach for receiving this proposed credential is through passage of an assessment of the competencies by a panel, followed by application for the credential. Persons who would be eligible to apply for this alternative assessment process include: 1) teachers with current ECE specialist and/or Special Education credentials who are not currently working in the field, or eligible for grandfathering (see below); 2) persons with baccalaureate degrees in human/child development, or the related fields mentioned above, plus two years of successful experience as primary instructors in private or publicly funded programs for young exceptional children; 3) persons from non-reciprocity states holding early childhood special

education credentials: or 4) persons with M.A. degrees in Early Childhood Special Education or M.A. degrees in Early Childhood or Special Education from in or out of state. Such applicants would apply to approved local assessor agencies to be tested both through an oral and a written examination regarding all of the competencies, as well as through a verification of teaching performance.

Grandfathering

Those teachers who are currently working in California state-funded early childhood special education programs would be eligible for grandfathering. Such teachers would also be required to have two years of successful teaching experience as primary, full-time instructors and to hold valid special education teaching credentials, other than emergency. Persons holding ECE Specialist Credentials would not be eligible for grandfathering unless they met the other requirements, including holding the special education credentials.

After the new credential is enacted into law, this grandfather clause will be employed for only two years.

Reciprocity

Since this new Early Childhood Special Education Credential would be considered a basic teaching credential, it could be issued to persons with comparable out-of-state early childhood special education credentials from states which have a reciprocity agreement with California. The decision of whether to include this as part of the reciprocity contract would require specific action by the Commission and each member state of the Interstate Certification Project.

PROPOSED CREDENTIAL STRUCTURE: Early Childhood Special Education Credential - Authorized to provide services in an Early Childhood Special Education Program: Birth to 4.9 years of age

FOUR AVENUES FOR RECEIVING CREDENTIAL

I. Approved Program: Successful Completion of Campus Program and Application for Credential

Early Childhood Special Education 1-2 year post-baccalaureate campus-based training program.

Persons Eligible to Apply:

A. Those with baccalaureate degrees in human, child development or related fields i.e., Nursing, Occupational Therapy, Physical Therapy, Human Services, Child Psychology, Health Services, or equivalent, or those with Life Children's Center Permit based on a baccalaureate degree, or be in a concurrent program leading to the bachelor's degree and a credential within 5 years.

OR

B. Teachers with basic teaching credentials.

II. Assessment Model: Successful completion of Assessment of ECE/Special Education Competencies by Panel and Application for Credential

Persons Eligible to Apply:

A. Teachers with current ECE Specialist and/or Special Education credentials who are not working in the field, or who are not eligible for grandparenting. OR

B. 1) Persons with baccalaureate degrees in human/child development or related fields i.e., Nursing, Occupational Therapy, Physical Therapy, Human Services, Child Psychology, Health Services, or equivalent; 2) those with Life Children's Center Permits based on a baccalaureate degree.

PLUS two years of successful experience as primary instructors in private or publicly funded programs for young exceptional children. OR

C. Persons with comparable out-of-state, early childhood special education credentials, not covered by reciprocity.

D. Persons with M.A. degrees in Early Childhood Special Education; OR M.A. degrees in Early Childhood or Special Education (in-state or out)

III. Grandparent Clause: Applications for new Credential and Grandparent process.

Persons Eligible to Apply:

Those currently working in state or federally funded early childhood special education programs. (If persons are working in a developmental center, they must have verification that work is with young children, ages 0-4.9.)

AND

Have two years of successful teaching experience in such programs as primary, full-time instructors.

AND

Hold current clear special education teaching credential.

Persons must apply for the new credential in order to continue to teach in such special education programs. After the new credential is enacted into law, this grandperson clause will be employed for only two years.

IV. Reciprocity

Persons with out-of-state early childhood/special education credentials from states with reciprocity agreements with California.

Competencies for the Proposed Credential

This is a generalist teaching credential requiring that the person have competencies in all of the early childhood special education areas, so that the person will be capable of serving preschool children with a range of severity and variety of handicaps.

The Advisory Committee for Young Children with Special Needs has developed the following list of competencies for those persons working with exceptional young children.

I. Child Development

1. Demonstrates knowledge of prenatal development and proper prenatal care and delivery.
2. Demonstrates knowledge of the first eight years of development, including the sequence of motor, language (including bilingual development), cognitive, perceptual, psycho-social, developmental norms and individual differences.
3. Demonstrates knowledge of learning theory and current research that are responsive to the needs of the young child.
4. Demonstrates knowledge of the impact of family, society, and culture on the child's development.
5. Demonstrates knowledge of the normalizing principles including mainstreaming and the need for least restrictive environments.
6. Demonstrates knowledge of play as a critical developmental task.
7. Demonstrates knowledge of the affective needs of the young child.

II. Child Development - Atypical

1. Demonstrates knowledge of developmental variations in the young child, including their causes and impact on the young child, the family and society.
2. Demonstrates knowledge of multifaceted needs of the young handicapped child and his family.
3. Demonstrates the ability to focus on the needs of the total young child as well as the handicapping condition.
4. Demonstrates knowledge of specific implications of the range and severity of handicapping conditions in relation to learning and maturational growth sequences.

* Starred items indicate which competencies should require at least some field work.

III. Assessment

- * 1. Demonstrates knowledge and ability to use and interpret available instruments and appropriate assessment techniques for infants and young children.
 - * 2. Demonstrates ability to design and carry out individualized intervention programs based on assessment and observations, and document child's progress.
 - * 3. Demonstrates ability to identify the family's needs as well as the community's responses to the young child and the family, including knowledge of community resources.
 - 4. Demonstrates knowledge of the health status and related needs of the infant and young child and their impact on developmental expectations.
 - 5. Demonstrates knowledge of varied ethnic, linguistic, and cultural backgrounds, and ability to assess children within the limitations of current instrumentation.
-

IV. Program Planning and Implementation

- 1. Demonstrates the ability to describe and evaluate several theoretical approaches used to design programs for infants and young children with special needs.
- * 2. Demonstrates the ability to design and organize appropriate learning environments for infants and young children from mildly to the severely involved.
- * 3. Demonstrates knowledge and skills in devising appropriate early childhood developmental activities in all areas, with an emphasis in language and sensori-motor development.
- * 4. Demonstrates ability to provide opportunities for choice, problem solving, and responsibility for learning on the part of the young child.
- * 5. Demonstrates skill in teaching strategies, specialized handling techniques, and developmental activities which capitalizes on the strengths of the handicapped child and minimize developmental limitations.
- * 6. Demonstrates an understanding of and ability to perform task analysis and apply these principles in the learning environment.
- 7. Demonstrates skill in providing effective mainstreaming opportunities and skill in preparing the child to enter a public school kindergarten and/or primary grade class.

V. Evaluation of Program Effectiveness

1. Demonstrates the ability to analyze and evaluate all program elements and effectiveness in meeting child and family needs.
2. Demonstrates knowledge of the approaches and variables used to interpret the developmental progress in the handicapped child.
3. Demonstrates knowledge of the principles and practices of program evaluation with emphasis upon the importance of program evaluation in delivery of psychoeducational services for young handicapped children.
4. Demonstrates the ability to evaluate the effectiveness of the program with parents.

VI. Parent/Family Involvement and Education

1. Demonstrates knowledge of the variety of ways in which parents can participate in and support the educational program.
2. Demonstrates an understanding of the social, multi-cultural, and linguistically relevant patterns and parenting styles of families.
3. Demonstrates an understanding of the attachment process between young children and their parents and the effect of young handicapped children on their families.
4. Demonstrates an understanding of the individual needs of parents and siblings of young children with exceptional needs.
5. Demonstrates an understanding of individualized planning, counseling techniques, and communication skills related to the young child and the family.
- * 6. Demonstrates the ability to assist parents to effectively promote the development of the child.
- * 7. Demonstrates an ability to communicate to parents the IEP (Individual Education Plan) process, confidentiality requirements, due process procedures, and their responsibilities as advocates for their children.

VII. Legal and Administration

1. Demonstrates knowledge of the history and philosophy of special education with emphasis on early childhood education.
 2. Demonstrates knowledge of current federal and state laws and regulations regarding early childhood special education including legal mandates, constraints, and training.
 3. Demonstrates knowledge of current issues and future implications of early childhood special education.
 4. Demonstrates knowledge of professional rights and responsibilities.
 5. Demonstrates knowledge of program and service delivery alternatives such as home-based, center-based, mainstreamed, residential, special classes, or combinations of these types of programs.
-
6. Demonstrates knowledge of the IEP (Individual Education Plan) process, confidentiality requirements, parents rights, and due process procedures.
 7. Demonstrates knowledge of the variety of agencies and support systems for young handicapped children and their families.

VIII. Professional Behavior

1. Demonstrates behavior and occupational standards appropriate to one's professional role.
- * 2. Demonstrates those personal qualities considered to be conducive to effective functioning in the teacher role, including displaying effective qualities which support instructional interactions with children and effective qualities which support role-related interactions with adults.
3. Demonstrates ability to develop and coordinate a multi-disciplinary team which utilizes the expertise of each team member.

Teacher Training Program Requirements

The Advisory Committee made certain recommendations regarding teacher training program requirements for those campuses planning to develop early childhood special education credential programs.

The first recommendation concerns who will coordinate the development and implementation of the credential program. The Committee members firmly believe that this should involve joint participation between the special education and early childhood/child development faculty. The rationale was that this is a new field that integrates both early childhood and special education, it is not just a special education program nor just an early childhood program. This is a new field that also requires cooperation and input from faculty members in other areas of expertise, such as Health Services, Mental Health, Social Science and Education. It will require input from people with other expertise since this will be part of the training program.

The Committee also developed recommendations for the student teaching and practicum requirements for this credential program. The field experience would be in three different types of settings: 1) regular preschool setting; 2) mildly/moderately handicapped preschool program; or 3) severely/multiple handicapped preschool program. The intent of these varied experiences is that the person, upon completion of this program, would be a generalist and able to work with children with varied handicaps. In addition, the Committee supported the need for knowledge of the regular classroom because of articulation concerns and the intent to move children with special needs into mainstreamed programs. Finally, it was decided that the field work should be offered in a variety of settings, so that the candidate, upon completion of the program, would be able to work in a variety of program settings. A complete listing of all recommended requirements follow:

- A. Teacher Training Programs shall have joint participating in developing and implementing the program between the early childhood/child development and such special education faculty members, but also shall include representatives from an inter-departmental review committee representing the fields of Health Services, Mental Health, Social Sciences, and Education.
- B. Participation of external constituents, including practitioners and lay, non-educator members of the community will be required in development of the program.

C. Student Teaching and Practicum Requirements

1) Practicum:

- a) minimum of 60 clock hours in one setting;
- b) minimum of 60 clock hours in another setting;
- c) one of the 60 hours of practicum must be in a regular preschool setting (private or public), preferably in a mainstreaming setting;
- d) one of the 60 hours of practicum must be in a:
 - (1) mildly/moderately handicapped preschool program or in a
 - (2) severely/multiple handicapped preschool program setting;
- e) either practicum experience may be in a home-based program.

2) Student Teaching:

- a) minimum of 200 clock hours of direct child/client contact;
- b) must be in a group setting;
- c) must be in an infant, toddler, or preschool program;
- d) must be with handicapped children other than the group used in the practicum (example, if severely handicapped in practicum, must be moderately handicapped in the student teaching experience);
- e) may be in any variety of program delivery: example, center-based, home-based, (not for student teaching experience) self-contained special education program, or any combination of the above.

D. In addition, candidates would probably be required to complete:

Health Education Unit

U.S. Constitution

English Writing Proficiency (if this is a "basic" credential)

An Alternative Assessment Process for the Proposed Early Childhood Special Education Credential

This assessment method is for those persons who do not receive their credentials through the campus approval program process or the "grandparenting" process, but who still feel qualified to apply for this credential. Such people may apply to go through the assessment process but they must meet certain requirements before applying.

Various Aspects of the Alternative Assessment System

The Advisory Committee made the following general recommendations regarding the assessment process:

Assessment Agencies: Assessor agencies will be established through the state to assess candidates. Certain organizations may apply to become assessor agencies. These organizations include: 1) Colleges and Universities; 2) County Offices of Education; 3) special education service regions with 30,000 A.D.A. or more; or 4) school districts with 30,000 A.D.A. or more. These assessor agencies must submit a plan to be approved by the Commission.

Assessment Panels: Each assessor agency must organize assessor panels to conduct the assessment process. The oral assessment panels will consist of a minimum of three persons representing the following areas: 1) a faculty member from a college or university with a Commission approved early childhood special education credential program; 2) an early childhood special education practitioner currently active in the field; and 3) a representative decided upon by the assessor agency, including a parent of an exceptional child or a representative of a support service, i.e., occupational therapist, physical therapist, nurse, speech and language therapist, psychologist.

Assessment Process: Each assessor agency must develop and receive approval for an assessment plan. The plan must indicate how the agency will assess each candidate in three different ways, including: 1) a written examination; 2) an oral examination; and 3) verification of teaching performance. In order for the applicant to pass the written section, he/she must pass all of the competencies tested. The exam shall be divided into various competency areas. If the applicant fails the written exam, he/she will receive feedback from the assessor agency about the parts that were not passed. If the person passes the written exam, he/she is eligible to be tested for the oral part of the exam.

The second part of the assessment is the oral exam which takes place before an oral assessment panel to be arranged by the assessor agency. The final part of the assessment involves the verification of teaching performance in an early childhood special education program. Teaching performance may be verified in one of the following three ways: 1) a written evaluation by a field placement supervisor at the completion of a campus field work course; 2) an observation of the candidate in his/her current employment setting; or 3) through an evaluation of

past teaching experience. Verification of past teaching experience will be verified through work history, letters of recommendation or written and instructional materials.

Appeal Process: Each assessor agency must determine an appeal process for candidates who do not pass the assessment process. The assessor agency must set up an appeal panel in order to guarantee due process. However, if this appeal process is questioned, the candidate may appeal the final decision of the assessor agency to the Commission for Teacher Preparation and Licensing.

Assessment Manual: The assessment process for the Early Childhood Special Education Credential is based upon the model of the Special Education Resource Specialist assessment process. In particular, the Advisory Committee for Young Children with Special Needs based their assessment manual upon the Resource Specialist manual. The following manual sections are specific to the Early Childhood Special Education Credential.

CATEGORY A Assessor Agency Assurance Statements on the Development and Implementation of the Assessment Plan and Compliance with Legal Requirements.

The following assurance statements should be verified by the agency chief administrative officer. All plans submitted should respond affirmatively to each assurance statement or the plan will be returned to the applicant agency for clarification.

Section 1.0 Development of the Assessment Plan

The Assessment plan was developed by a panel that included representation from the constituencies required in the oral assessor panel (4.0). The assessor agency may use individuals in both panels.

Yes _____ No _____

Section 2.0 Agency Support of the Proposed Plan

2.1 Staff Report

The development, coordination, implementation and evaluation of the assessment shall be the responsibility of a specific staff person(s).

2.2 Resources to carry out the plan

The assessment program shall be allocated sufficient resources to assure success.

Yes _____ No _____

Section 3.0 Compliance with Commission and Legal Requirements

3.1. Persons Eligible to Apply:

- a. Teachers with current ECE Specialist and/or Special Education Credentials who are not working in the field, or who are not eligible for grandparenting (field work course is required as part of their credential training).

OR

- b. 1) Persons with baccalaureate degrees in human/child development or related fields (i.e., Nursing, Occupational Therapy, Physical Therapy, Human Services, Child Psychology, Health Services) or equivalent; 2) those with Life Children's Center Permits, based on a baccalaureate degree. PLUS two years of successful experience as primary instructors in private or publicly funded programs for young exceptional children. (Both 1) and 2) above require the two years of successful experience).

OR

- c. Persons with comparable out-of-state, early childhood special education credentials, not covered by reciprocity (field work course is required as part of their credential training).

OR

- d. Persons with M.A. degrees in Early Childhood/Special Education, or M.A. degrees in Early Childhood Education or Special Education, in-state or out PLUS: minimum of one successful year of teaching experience in an early childhood special education program.

or

A field work course in early childhood special education (minimum of 60 clock hours).

- 3.2. Verification that all candidates being recommended possess all the competencies specified (see charts a-h).
- 3.3. Completion of an application accompanied with appropriate fees. Recommendations for a clear Early Childhood Special Education Credential must be accompanied with a completed application and current fee.

Yes _____ No _____

Section 4.0 Composition of the Oral Assessor Panel

The oral assessor panel shall include one representative from each of the following constituencies:

- 4.1. A faculty member from a college or university with a Commission approved early childhood special education credential program;
- 4.2. An early childhood special education practitioner currently active in the field;
- 4.3. A representative decided upon by the assessor agency, including a parent of an exceptional child or a representative of a support service, i.e., occupational therapist, physical therapist, nurse, speech and language therapist, psychologist.

Yes _____ No _____

Please attach a list of the members of the assessor panel - include constituencies, addresses, and telephone numbers. The assessor agency may create a pool of oral assessor panel members from the various constituencies to facilitate the assessment process.

Section 5.0 The Oral Assessor Panel

The assessment plan must provide that:

- 5.1. A majority of the oral panel members shall not be employed by the agency applying for assessor status. Employment shall be determined by who pays the salary and not place of employment.

- 5.2. Passing Criteria

The oral assessor panel procedures shall provide that candidates must demonstrate proficiency at a minimum of 8 on a scale of 1-10 or its equivalent for verifying knowledge of each competency/function.

- 5.3. Responsibilities of the oral assessor panel

The assessment plan shall provide that:

- 5.3.1. The oral assessor panel members shall conduct an oral interview with the candidates to determine the proficiency levels of the competencies/functions which the assessment plan has designated for this method.

- 5.3.2. The oral assessor panel members shall also review and evaluate the results of the other assessments included in the approved assessment plan to determine/validate the proficiency levels of the other competency/functions required for the certificate.

5.4. Assessment of all candidates

The assessment plan must provide that all candidates, including those not employed by the assessor agency, cannot be denied an assessment if they are otherwise qualified.

5.5. Verification to the assessor agency

The assessment plan shall provide that:

- 5.5.1. The oral assessor panel shall certify to the assessor agency when a candidate has demonstrated proficiency of each competency/function required for the certificate. Only candidates who successfully complete all of the requirements of the approved assessment plan shall be certified by the panel.

Yes _____ No _____

Section 6.0 Verification of Teaching Performance

Verification of teaching performance in an early childhood special education program is based on three different methods.

- 6.1. Written evaluation by field placement supervisor.
Form developed by local assessor agency.

Yes _____ No _____

OR

- 6.2. Evaluation of past teaching experience by assessor panel.

- 6.2.1. Verification of past teaching experience through: 1) work history; 2) letters of recommendation; 3) written and instructional materials.

Yes _____ No _____

OR

- 6.3. Observation of candidate in current employment setting by designated panel member(s).
 - 6.3.1. Person(s) who make observation of performance shall not be employed by the same school district as the candidate being assessed.
 - 6.3.2. Observers must complete a training component before conducting observations.
 - 6.3.3. Persons serving as observers shall have expertise in the competencies being assessed.
 - 6.3.4. Observers shall submit their recommendations to the oral assessor panel. The documentation provided to the oral panel shall include sufficient facts to support the recommendation as to each competency/function assessed.
 - 6.3.5. Assessor agencies must utilize an observation plan to identify competencies that will be observed in the observation setting.

Yes _____ No _____

Section 7.0 Training of Assessor Panel Members

- 7.1. Assure that the plan includes a training component for all panel members before assessments take place, to include:
 - 7.1.1. Interview techniques and procedures.
 - 7.1.2. An orientation to the total assessment process.
 - 7.1.3. A review of the procedures to be employed during the oral panel interview.

Yes _____ No _____

Section 8.0 Diagnostic Report of Assessment

- 8.1. Assure that your plan provides for giving each candidate a written diagnostic report of the assessment.
 - 8.1.1. The written report will clearly identify the strength and/or weakness of the candidate in each of the competencies/functions required for the certificate.

Yes _____ No _____

Section 9.0 Appeal Procedures9.1. Assure that the appeal process provides for:

9.1.1. Informing candidates of their right to appeal the decision of the oral assessor panel to the assessor agency.

9.1.2. Processing appeals in a timely manner.

9.1.3. Setting up an appeal panel that will guarantee due process.

9.1.4. Charging the candidate a reasonable fee, if one is required.

9.1.5. Appealing the final decision of the assessor agency to the Commission for Teacher Preparation and Licensing.

Yes _____ No _____

Section 10.0 Data on Assessment10.1. Provide assurance that the Information System will:

10.1.1. Gather and analyze appropriate information to improve the assessment process.

10.1.2. Record pertinent information for candidate appeal or Commission research needs.

10.1.3. Maintain the security of all observation reports and examinations used for the assessment.

Yes _____ No _____

CATEGORY B. The Assessment Plan

The following requirements relate to the components of the proposed assessment plan.

1.0 A Brief Description of the Proposed Assessment Plan.

The description should identify each of the specific methods that will be utilized and how it will be integrated in the total assessment. Please use charts a-h to indicate what method will be used to assess each competency.

2.0 Information on the Methods Included in the Proposed Plan

For each method that is included in the assessment plan above (oral* ~~interview, written examination, observation of performance or other~~). The assessment plan must provide the following:

2.1 Information on validity and reliability of the proposed procedures/instruments and scoring criteria.

2.2 Copies of all written examinations, forms/procedures.

2.3 The criteria for judging proficiency levels.

3.0 Administration of the assessment

3.1 Fees for participating in the assessment and retesting.

3.2 The estimated time required to complete the assessment and components of it.

3.3 Information on schedules for conducting assessments.

* All assessment plans must include this method.

CATEGORY C. Evaluation

The evaluation design should focus on determining the effectiveness of the assessment process and also provide the means to make appropriate changes. The design should include the appropriate forms and procedures to conduct the evaluation. Assure that the following are part of the design:

1.0 A Systematic Evaluation of the Process

The evaluation should be conducted on an annual basis and should determine the following:

- 1.1 The appropriateness of written examinations, forms, observations, and procedures.
- 1.2 The effectiveness of the training of panel members and observers.
- 1.3 The usefulness of the data being gathered.
- 1.4 The validity and reliability of the instruments being used.
- 1.5 The effectiveness of the assessment process as measured by C.2.1.

Yes _____ No _____

2.0 Follow-up of Candidates Recommended for the Certificate

The follow-up should be done on an annual basis to:

- 2.1 Determine the ability of the candidates to effectively demonstrate the required competencies as they function as Resource Specialists.
- 2.2 Improve the assessment program.

Yes _____ No _____

3.0 Submission of an Annual Report to the Commission

The report should include:

- 3.1 A brief summary of the results of the evaluation.
- 3.2 Information on the assessment program including:
 - 3.2.1 The number of candidates assessed.
 - 3.2.2 The number of candidates recommended.
 - 3.2.3 The number of candidates not recommended.
- 3.3 A brief statement describing the changes made in the assessment program as a result of the evaluation.

Yes _____ No _____

Competencies: Method of Assessment

The competencies for the Early Childhood Special Education Credential may be assessed through a variety of ways, such as the: 1) oral panel; 2) written examination; 3) verification of teaching performance; or 4) other (specify). These competencies and the methods of assessing them are listed in Charts on the following pages. The following competency areas are included: a) Child Development; b) Child Development-Atypical; c) Assessment; d) Program Planning and Implementation; e) Evaluation of Program Effectiveness; f) Parent/Family Involvement and Education; g) Legal and Administration; and h) Professional Behavior.

The competency charts indicate that the competencies may be assessed through a variety of methods and each competency must be assessed through at least one of the methods. Competencies may be assessed through more than one method, and this must be indicated through checking off the methods in the individual local assessor agencies charts.

The following pages include the Assessment Charts (a-h).

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT
CHART (a)

METHODS OF ASSESSMENT

CHILD DEVELOPMENT

CATEGORY B.

Competencies/Functions

	VERIFICATION OF TEACHING PERFORMANCE				
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Past Teaching Experience	Observation of Candidates (Specify)
(a) <u>Child Development</u>					
1. Demonstrates knowledge of prenatal development and proper prenatal care and delivery.					
2. Demonstrates knowledge of the first eight years of development, including the sequence of motor, language (including bilingual development), cognitive, perceptual, psychosocial, developmental norms and individual differences.					
3. Demonstrates knowledge of learning theory and current research that are responsive to the needs of the young child.					
4. Demonstrates knowledge of the impact of family, society, and culture on the child's development.					
5. Demonstrates knowledge of the normalizing principles including mainstreaming and the need for least restrictive environments.					
6. Demonstrates knowledge of play as a critical developmental task.					
7. Demonstrates knowledge of the affective needs of the young child.					

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT
CHART (b)

METHODS OF ASSESSMENT

CHILD DEVELOPMENT - ATYPICAL

CATEGORY B.

Competencies/Functions

(b) Child Development - Atypical

1. Demonstrates knowledge of developmental variations in the young child, including their causes and impact on the young child, the family and society.
2. Demonstrates knowledge of multifaceted needs of the young handicapped child and his family.
3. Demonstrates the ability to focus on the needs of the total young child as well as the handicapping condition.
4. Demonstrates knowledge of specific implications of the range and severity of handicapping conditions in relation to learning and maturational growth sequences.

	VERIFICATION OF TEACHING PERFORMANCE				
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Past Teaching Experience	Observation of Candidates (Specify)

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT
CHART (C)

METHODS OF ASSESSMENT

ASSESSMENT

CATEGORY B.

Competencies/Functions

	VERIFICATION OF TEACHING PERFORMANCE				
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Past Teaching Experience	Observation of Candidates (Specify)
(a) <u>Assessment</u>					
1. Demonstrates knowledge and ability to use and interpret available instruments and appropriate assessment techniques for infants and young children.					
2. Demonstrates ability to design and carry out individualized intervention programs based on assessment and observations, and document child's progress.					
3. Demonstrates ability to identify the family's needs as well as the community's responses to the young child and the family, including knowledge of community resources.					
4. Demonstrates knowledge of the health status and related needs of the infant and young child and their impact on developmental expectations.					
5. Demonstrates knowledge of varied ethnic, linguistic, and cultural backgrounds, and ability to assess children within the limitations of current instrumentation.					

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT

CHART (d)

METHODS OF ASSESSMENT

PROGRAM PLANNING AND IMPLEMENTATION

CATEGORY B.

Competencies/Functions

	VERIFICATION OF TEACHING PERFORMANCE				
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Past Teaching Exper.	Observation of Candidates (Specify)
(d) <u>Program Planning and Implementation</u>					
1. Demonstrates the ability to describe and evaluate several theoretical approaches used to design programs for infants and young children with special needs.					
2. Demonstrates the ability to design and organize appropriate learning environments for infants and young children from mildly to the severely involved.					
3. Demonstrates knowledge and skills in devising appropriate early childhood developmental activities in all areas, with an emphasis in language and sensori-motor development.					
4. Demonstrates ability to provide opportunities for choice, problem solving, and responsibility for learning on the part of the young child.					
5. Demonstrates skill in teaching strategies, specialized handling techniques, and developmental activities which capitalizes on the strengths of the handicapped child and minimize developmental limitations.					

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT

CHART

PROGRAM PLANNING AND IMPLEMENTATION

METHODS OF ASSESSMENT

CATEGORY B.

Competencies/Functions

(d) Program Planning and Implementation (con't)

6. Demonstrates an understanding of and ability to perform task analysis and apply these principles in the learning environment.

7. Demonstrates skill in providing effective mainstreaming opportunities and skill in preparing the child to enter a public school kindergarten and/or primary grad class.

VERIFICATION OF TEACHING PERFORMANCE	METHODS OF ASSESSMENT			
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Past Teaching Experience
Observation of Candidates				
Other (Specify)				

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT
CHART (e)

METHODS OF ASSESSMENT

EVALUATION OF PROGRAM EFFECTIVENESS

CATEGORY B.

Competencies/Functions

	EVALUATION OF PROGRAM EFFECTIVENESS					METHODS OF ASSESSMENT				
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Past Teaching Experience	Observation of Candidates	OTHER (Specify)	VERIFICATION OF TEACHING PERFORMANCE			
(e) Evaluation of Program Effectiveness										
1. Demonstrates the ability to analyze and evaluate all program elements and effectiveness in meeting child and family needs.										
2. Demonstrates knowledge of the approaches and variables used to interpret the developmental progress in the handicapped child.										
3. Demonstrates knowledge of the principles and practices of program evaluation with emphasis upon the importance of program evaluation in delivery of psycheducational services for young handicapped children.										
4. Demonstrates the ability to evaluate the effectiveness of the program with parents.										

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT CHART

METHODS OF ASSESSMENT

PARENT/FAMILY INVOLVEMENT AND EDUCATION

CATEGORY B.

Competencies/Functions

	VERIFICATION OF TEACHING PERFORMANCE			
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Other (Specify)
(f) Parent/Family Involvement and Education				
1. Demonstrates knowledge of the variety of ways in which parents can participate in and support the educational program.				
2. Demonstrates an understanding of the social, multi-cultural, and linguistically relevant patterns and parenting styles of families.				
3. Demonstrates an understanding of the attachment process between young children and their parents and the effect of young handicapped children on their families.				
4. Demonstrates an understanding of the individual needs of parents and siblings of young children with exceptional needs.				
5. Demonstrates an understanding of individualized planning, counseling techniques, and communication skills related to the young child and the family.				
6. Demonstrates the ability to assist parents to effectively promote the development of the child.				
7. Demonstrates an ability to communicate to parents the IEP (Individual Education Plan) process, confidentiality requirements, due process procedures, and their responsibilities as advocates for their children.				

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT
CHART (g)

METHODS OF ASSESSMENT

LEGAL AND ADMINISTRATION

CATEGORY B.

Competencies/Functions

	VERIFICATION OF TEACHING PERFORMANCE				
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Past Teaching Exper.	Observation of Candidates (Specify)
(g) Legal and Administration					
1. Demonstrates knowledge of the history and philosophy of special education with emphasis on early childhood education.					
2. Demonstrates knowledge of current federal and state laws and regulations regarding early childhood special education including legal mandates, constraints, and training.					
3. Demonstrates knowledge of current issues and future implications of early childhood special education.					
4. Demonstrates knowledge of professional rights and responsibilities.					
5. Demonstrates knowledge of program and service delivery alternatives such as home-based, center-based, mainstreamed, residential, special classes, or combinations of these types of programs.					
6. Demonstrates knowledge of the IEP (Individual Education Plan) process, confidentiality requirements, parents' rights, and due process procedures.					

COMPETENCY/FUNCTION - METHOD OF ASSESSMENT
CHART

METHODS OF ASSESSMENT

LEGAL AND ADMINISTRATION

CATEGORY B.

Competencies/Functions

(g) Legal and Administration (con't)

7. Demonstrates knowledge of the variety of agencies and support systems for young handicapped children and their families.

VERIFICATION OF TEACHING PERFORMANCE	METHODS OF ASSESSMENT			
	ORAL PANEL	WRITTEN EXAMINATION	Field Work	Other (Specify)
Observation				
Expert				
Past Teaching				
Of Candidates				

COMPETENCY/FUNCTION -- METHOD OF ASSESSMENT
CHART (h)

METHODS OF ASSESSMENT

PROFESSIONAL BEHAVIOR

CATEGORY B.

Competencies/Functions

(h) Professional Behavior

1. Demonstrates behavior and occupational standards appropriate to one's professional role.

2. Demonstrates those personal qualities considered to be conducive to effective functioning in the teacher role, including displaying effective qualities which support instructional interactions with children and effective qualities which support role-related interactions with adults (including paraprofessionals).

3. Demonstrates ability to develop and coordinate a multi-disciplinary team which utilizes the expertise of each team member.

VERIFICATION OF TEACHING PERFORMANCE	EXAMINATION				Observation Exper.	Other (Specify)
	ORAL PANEL	WRITTEN	FIELD	Past Teaching		

Persons Required to Hold this Early Childhood Special Education Credential

This credential is for the primary teacher/instructor providing all types of special education for young exceptional children, ages 0-4.9. This credential would also meet one requirement for the resource specialist credential that requires that the person hold a valid special education teaching credential.

This is a basic early childhood special education teaching credential for this area. This makes it different from any credential that now exists and would require changes in the law. This credential would be restricted to teachers working in early childhood special education programs, ages 0-4.9. It could not be used as the basic teaching credential requirement for someone wishing to next obtain a special education specialist credential. It may be possible to use it as the basic teaching credential requirement for a resource specialist for the 0-4.9 age level only.

This credential would not be required of: 1) regular preschool teachers whose classes provide "mainstreaming" opportunities for handicapped children; 2) persons serving on the support team, such as the nurse, physical therapist, occupational therapist, speech therapist, etc., unless these persons serve as the primary teacher in the program.

Ramifications of the Proposed Credential

There are certain ramifications in proposing this new credential that must be considered.

1. Legislation will be needed since the existing special education credentials extend from 12th grade and below which includes preschool age. The law will have to be changed so that existing special education credentials are restricted to service kindergarten through 12th grade. The new Early Childhood Special Education credential will then give authority to serve preschool children ages 0-4.9.
2. This new credential will become a special education basic teaching credential for teachers working with exceptional young children. Persons receiving this credential will not need to first obtain a basic teaching credential in the multiple subjects or single subjects area.
3. This new credential will affect those persons who already hold special education credentials and work with young exceptional children in California state-funded programs. Such persons would need to possess a special education credential, and have two years of experience as the primary instructor, in order to be grandfathered.
4. Those persons possessing special education credentials, but who do not qualify for grandfathering, will be required to either complete a Commission-approved program for the Early Childhood Special Education credential, or successfully complete an assessment for competence, in order to teach exceptional youngster aged 0-4.9, in state-funded programs.

5. The Commission will have to determine the need to have reciprocity agreements with other states regarding this new credential.

Recommendations

The Advisory Committee proposes that:

1. Two years after the credential becomes operative the current special education credential will not apply to teachers of children under 4.9; (there should be a delay of two years after this credential becomes operative.)
2. That a new Early Childhood Special Education credential be established serving all handicapped children-birth to 4.9.
3. ~~That it be a generalist credential requiring competencies dealing with all types of disabilities.~~
4. That the new teaching credential combine training and experience in early childhood special education and serve as a basic special education teaching credential for ages 0-4.9. Persons with a baccalaureate degree in human/child development or in the related fields of Nursing, Psychology, Physical Therapy, Occupational Therapy, Social Work, or who hold a Life Children's Center Permit based on a baccalaureate degree, or its equivalent, as well as those holding a basic teaching credential are to be eligible to enter this new credential program.
5. The credential to be attained through:
 - a) Training programs (post-baccalaureate) in a college or university, which can be offered concurrently within five years with the B.A.
OR
 - b) By assessment for competencies which cover the area of early childhood special education for specified personnel
OR
 - c) By reciprocity agreements with other states
AND
 - d) That two years after the credential becomes operative, all teachers initially employed to work in early childhood special education must have the appropriate new credential.

Staff Recommendation:

It is recommended that staff be directed to develop legislative language regarding this proposal for the Commission's Legislative package for 1981-82 and seek an author to carry the bill.